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ABSTRACT

Major learning models pertaining to second language oral and writing instruction are explored with an intent to make practical suggestions for the field of second language instruction in Japan. A proposal for integrating a variety of instructional innovations, rather than incorporating isolated innovations is presented. Selection of appropriate teaching methods for oral language classes is discussed, and various approaches to writing instruction are compared. The importance of selecting culturally sensitive writing pedagogies is examined. Contains 15 references. (MSE)

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Learning Models Applied to Foreign Language Teaching

John Paul Loucky

This artical reviews major recent educational models in general, and L2 Oral and Writing methodologies in particular, with a view towards making practical suggestions for the field of language education in Japan. Guskey's proposal for integrating innovations is recommended to the language teaching community. Comparisons are given from various writing instructors, such as Raimes and Leki. Suggestions are also given for selecting and teaching towards L2 Writing Objectives, using linguistically appropriate and culturally sensitive writing pedagogies.

A. CHOOSING NEW METHODS AND MATERIALS

The creative teacher is always looking for new methods and materials to improve their own teaching so that their students' learning is more effective and enjoyable. Yet the problem of many practitioners when faced with new fads and fashions, and innovative methods and materials in the field of language education, is like the puzzling choice among a vast variety of foods arrayed at a smorgasborg. As Guskey writes in his excellent proposal entitled "Integrating Innovations" (1990: p.11):

> Administrators and teachers. . . can choose among an exceptionally wide variety of models and strategies. Each of these options promises to improve students' learning and enhance the quality of education, but each represents a somewhat different vehicle to use on the road to educational excellence.

Guskey's major proposal is that teachers and educational leaders should try to integrate a variety of instructional models in order to have a more effective reform program, rather than seeing educational innovation as just as series of isolated 'ads which have little overall effect. His findings are very relevant to improving language instruction also in Japan, especically as curriculums become more flexible and open to reform.

What are some of the recent innovative educational models we have to choose from? The major recent innovative strategies are summarized in Figure 1 (see page 7). They include his interpretation of the major strengths of each to the following educational models:

1. cooperative learning (Johnson and Johnson 1987, Slavin 1983);
2. the effective schools model (Brookover et al. 1987);
3. critical thinking (Costa 1985, Marzano 1986);
4. mastery learning and outcome-based education (Block et al. 1988, Bloom 1968, Guskey 1985, Spady 1988);
5. mastery teaching, also known as intructional theory into practice (ITIP), elements of effective instruction, and the Hunter model (Hunter'79/82);

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6. Teacher Expectation and Student Achievement (Kerman 1979);
7. learning styles, including programs on learning modalities and brain hemisphere differences (deBono 1983, Carbo et al. 1986, McCarthy 1987). (p.11)

Whereas each model has ist advocates eager to argue their own particular merits, we agree with Guskey that the best way to improve overall educational outcomes would be to combine or integrate a variety of such educational strategies. Since few practitioners, especially in Japan, have the time required to develop an understanding of the wide variety of educational innovations available, we would like to suggest that a serious look at Guskey's synthesis could have great benefits for all four skills areas of language teaching in Japan.

Rather than useless rivalry and competition between various models like so many assorted fads and bandwagons, we would like to encourage efforts at dialogue and integration of various innovative educational strategies.

Guskey suggests five guidelines to aid in this integration of educational models as a frame of reference to guide both our educational theory and also aid in practical curriculum development. These guidelines, "crucial to the success of integrating any combination of innovations," are as follows:

1. All innovative strategies in the improvement program should share common goals and premises. —
2. No single innovative strategy can do everything. —
3. The innovative strategies in the improvement program should complement each another. —
4. All innovative strategies need to be adapted to individual classroom and building conditions. —
5. When a well-conceived combination of innovative strategies is used, the results are likely to be greater than those attained using any single strategy. ... In fact, research evidence suggests that when a combination of strategies is employed, each addressing a different aspect of the teaching/learning process, the results can be additive. (p. 13-14)

Clearly since we face different problems in a variety of language teaching settings, no single strategy can solve all of our problems. A coherent and cooperative consideration of these various instructional strategies and others available (including Computer Assisted Intructional methods and materials), can definitely help us to give our students more effective language acquisition techniques. Along these lines, Guskey notes that "a highly effective improvement program must note different strengths and employ a combination of strategies that will positively influence different aspects of teaching and learning." (p.13)

Before planning our classes or choosing new texts (if we use them, that is), we must become clearer about our own educational content and instructional objectives. We need to rethink our Philosophy of Education and even our Philosophy of Life, especially as they pertain to the acquisition of language and culture. Indeed everything is built upon a foundation, and in the responsibility of preparing students for life in general, or for language learning in particular, we need to first ask ourselves: "What is our foundation?" and "What are our objectives?" Then, "How can we best get there together?"

The five major components of the teaching-learning process according to Guskey, which should be compared with Gregory and Wilkinson's *Seven Laws* (Cf. Loucky (1991) for a more detailed discussion of "Key Principles of the Teaching-Learning Process" in Seinan Womens' Junior College Kiyou educational journal, No.38) are as follows:
1) learning objectives, 2) instruction, 3) formative assessment, 4) feedback, correctives and enrichment, and 5) summative evaluation of students' learning. (p.13)

Here we have tried to give a much broader view of overall educational innovations since so many new models are being proposed today, probably more than ever before in history. This writer concurs with Guskey's conclusion that "the primary task that lies ahead... is not so much the generation of [new] ideas as their integration, not so much finding individual ideas that work as making a collection of ideas work together" (p.15). Hopefully this broader viewpoint will help to promote the synthesis of innovative educational strategies, which in turn may speed up the development of more effective and cooperative models for improving the instruction and acquisition of English here in Japan.

B. SELECTING APPROPRIATE TEACHING METHODS FOR ORAL CLASSES

Murphy (1991), in his article on "Oral Communication in TESOL" (Spring '91: p.52-53), attempts to integrate instruction in the areas of Speaking, Listening and Pronunciation. He suggests that ESL/EFL teachers have a responsibility to make well-informed choices of appropriate L2 methods and materials for their language teaching situation, stating as follows:

> Teachers will need to make principled decisions as they review the literature, historical and current, on the following: Grammar Translation... Total Physical Response... Audiolingualism... the Direct Method and Situational Language Teaching... the Comprehension Approach... the Natural Approach... the Silent Way... Suggestopedia... Community Language Learning... Communicative Language Teaching (CLT)... and a Task-Based Approach...

The last three of these approaches to teaching Speaking seem to be the major trends of current English language instruction at the college level in Japan and at intermediate to advanced levels in general. Recently there has been much talk of "Paired Self-Access Learning Activities," which seems to be derived from the Community Language Learning approach. Both stress having many "peer-to-peer interactions that contribute to a community spirit among students" (Murphy, above, pp.52-53). Communicative Language Teaching, also involves many "peer-to-peer, guided, and free speaking activities." These may be organized around "notional, functional, and/or linguistic considerations," depending on the teacher's particular style and desired approach. Finally the Task-Based Approach, stressed by Nunan, et. al., involves communicative activities that are "centered upon practical tasks for students to perform." Of course, each of these approaches is designed to emphasize more rapid development of oral communication skills.

Yet rather than just adopt a method that seems to be "in vogue" or "trendy," Oral ESL/EFL teachers have a responsibility to carefully consider whether a proposed method is appro-

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priate for their level of students. For example, some methods are more suitable for teaching children or students at beginning levels of L2 proficiency, such as T.P.R., the Silent Way, Suggestopedia or the Natural Approach. (see Krashen & Terrell(1983), or Murphy above on this). While these methods may greatly help beginners develop towards the intermediate level, used without discretion they may insult the adult language learner's level of intelligence or self-respect.

More wholistic models of language learning are needed, which include the areas of cross-cultural themes, student's interests, learning goals and background, patterns of interpersonal social relations, as well as more adult cross-cultural themes, and topics dealing with more global issues, current events and social responsibility. In conclusion I'd like to recommend several resources for further ideas to help when teaching cross-cultural themes to L2 learners. Chapter 14 of Chastain's classic text on *Developing Second-Language Skills: Theory to Practice* has many helpful suggestions on "Teaching Culture" (Rand McNally). Mark's May 1990 article in The Language Teacher (XIV: 5) suggests "A Language Teaching Model for the 21st Century," one of the most comprehensive Global Education Models this writer has yet seen, which could help such enthusiasts avoid an exclusive over-emphasis on single issues. A useful general work to examine when comparing various methods of L2 instruction is Richards' and Rogers' (1986) text entitled *Approaches and Methods in Language Teaching: A Description and Analysis* (Cambridge).

C. SELECTING CULTURALLY SENSITIVE L2 WRITING PEDAGOGIES

Although Brown (1991) seems to have answered the question of whether English and ESL faculties rate writing samples differently in the negative, (see TESOL Quarterly Vol.25, No.4, Winter 1991), the fact remains that because cultures approach writing differently, we must strive to have cultural awareness and sensitivity to these differences, and allow or even encourage a variety of writing styles among our L2 Writing students.

Brown found that in examining the writing scores of native speakers and international students after a freshman composition course, as evaluated by both ESL and English faculties at the University of Hawaii, there were no essential differences in average scores, although the methods or features of evaluation may have differed. In summary he found that:

> The results indicated that there were no statistically significant mean differences between native speaker and ESL compositions or between the ratings given by the English and ESL faculties. However, the feature analysis showed that the ESL and English faculties may have arrived at their scores from somewhat different perspectives. (p.587)

Two other recent summaries of comparative writing pedagogies are useful to examine for the ESL context. The first is Leki's, entitled "Twenty-five Years of Contrastive Rhetoric: Text Analysis and Writing Pedagogies," appearing in TESOL Quarterly (pp.123-143) in the Spring of 1991. As she points out, the contrastive rhetoric approach is not popular among those who favor a "process orientation to teaching writing." A process orientation to writing also often seems to be heavily prescriptive, showing patterns of "good writing" for students to

imitate.

Those who teach in Japan, for example, know that common student errors may often be the result of the transfer of some patterns from the Japanese language, e.g. "go to shopping," "play ski," etc. Common disagreement between subject and verb, and much confusion over singular and plural forms can also be more easily understood and corrected if one knows that most Japanese nouns do not distinguish between the singular and plural.

Common L2 writing problems do not seem to only be those of "any developing writer," when writing in their own native language, and not are not just the "usual differences of inexperienced [L1] writers." Rather, common errors are influenced both by the structure and rhetoric forms of the language learner's native language, and by its accepted writing patterns and styles.

Although few second language teachers will have the time or training to examine the specific rhetorics of different cultures, as Leki points out, "Ideally contrastive rhetoric studies will help avoid stereotypes based on failing to recognize that preferences in writing styles are culturally informed."

Teachers can and should, however, help their students learn how to analyze qualities of writing which are "recognized to represent successful communication" in English, while still encouraging comparisons with qualities that are admired in the writings of other cultures as well.

Leki contrasts the process-oriented focus on form, with the textual orientation of contrastive rhetoric, which also focuses more upon the audience, the reader, viewer or listener. Just as L2 Reading teachers must help students to recognize and analyze different reading patterns and schemata, so she suggests (p.135):

> A writing pedagogy that embraces the textual orientation of contrastive rhetoric would work to actively foster the construction in students of rhetorical schemata which hopefully correspond to those of English-speaking readers.... A textual orientation suggests that schemata can be directly taught while a process orientation would hope to induce the construction of schemata indirectly, perhaps through student contact with target language... readings.

Students learning English as a foreign language, particularly in non-Western settings, seem to require and benefit much more from an approach which directly teaches logical and linguistic patterns in a more conscious manner, since ways of thinking vary in different cultures. Many studies have shown the benefits of pre-reading instruction in recognizing text structure, for both L1 and L2 students, even regardless of original vocabulary level, though more research is needed on second language readers (See: Hirumi & Bowers, (1991); S. Kitao, (1989); and Carrell, Pharis & Liberto (1989)). So we need to help our students learn how to discover, analyze and compare how "structures promote meaning in texts... trying to uncover patterns... which advance meaning," as Leki suggests.

Finally, what is the L2 Writing teacher's responsibility? Although some would argue against trying to change "native writing style preferences," Leki makes it clear that "ESL teachers have a responsibility to teach the expectations of the English audience to L2 writers." She comments on related research in L2 Reading:

> Research in reading shows that readers understand better what they are familiar with and that applies to both content and to form, that is, to rhetorical patterns of development (Carrell, 1984a). (p.138)

Raimes presents an excellent summary of writing instruction and research from 1966–1991, calling for a balanced position in the midst of a very diverse ESL/EFL student population. She says that such a balanced position would present a "governing philosophy," but also pay attention to "all four elements involved in writing: form, writer, content, and reader." She warns against a content-based approach for all ESL learners, saying that such a position "overvalues service to other disciplines and prescribes content at the expense of writer, reader, and form." Finally she stresses that it is generally accepted that part of the job of language teachers is to "know about" and "take into account the process of how learners learn a language and how writers produce a written product." Her article surveys four distinct approaches to L2 Writing instruction which have appeared consistently in TESOL during the past 25 years. Beginning with an emphasis on linguistic and rhetorical form, writing instruction has moved through other stages, which have alternatively emphasized the writer's processes, academic content, and reader's expectations.

Clearly, a major goal of L2 Writing teachers should be to help their students learn how to write in a more clear, captivating and convincing way in the target language, which requires a knowledge of cultural values, and accepted forms and traditions within the English-speaking discourse community.

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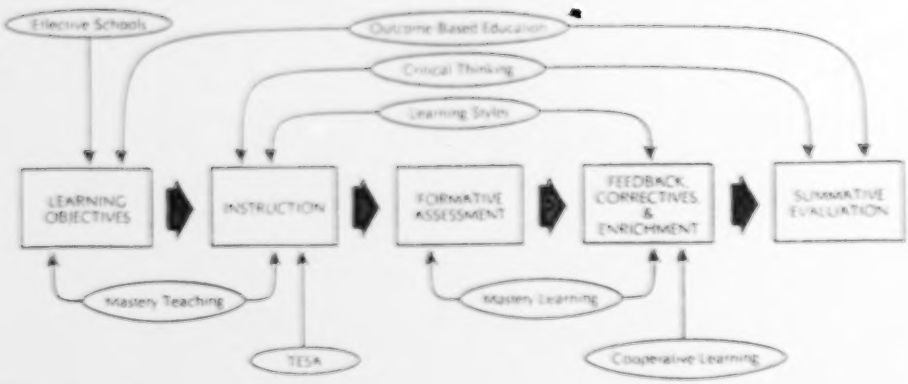
外国語教育3.

この記事は最近の主な教育モデル一般について、又特にオーラルL2とライティングの方法論について、日本の言語教育の分野に実際的な提案を与えようという見解をもって批評している。ガスキーの統合刷新の提案は言語教育をしている地域社会に勧められてる。多くの提案がレイメス、レそのようなライティクの教師達から出されている。又、L2ライティングの目標に達するため選択や教えることに関して多くの提言が出されている。言語学的に適切で、文化的感覚のあるライティング教授法を使うことが望ましい。

Fig. 1. The Principal Strengths of Selected Innovative Strategies



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